

“Theory and Practice”

CTGE 5534

Beginning Reading and Writing
in Inclusive Classrooms

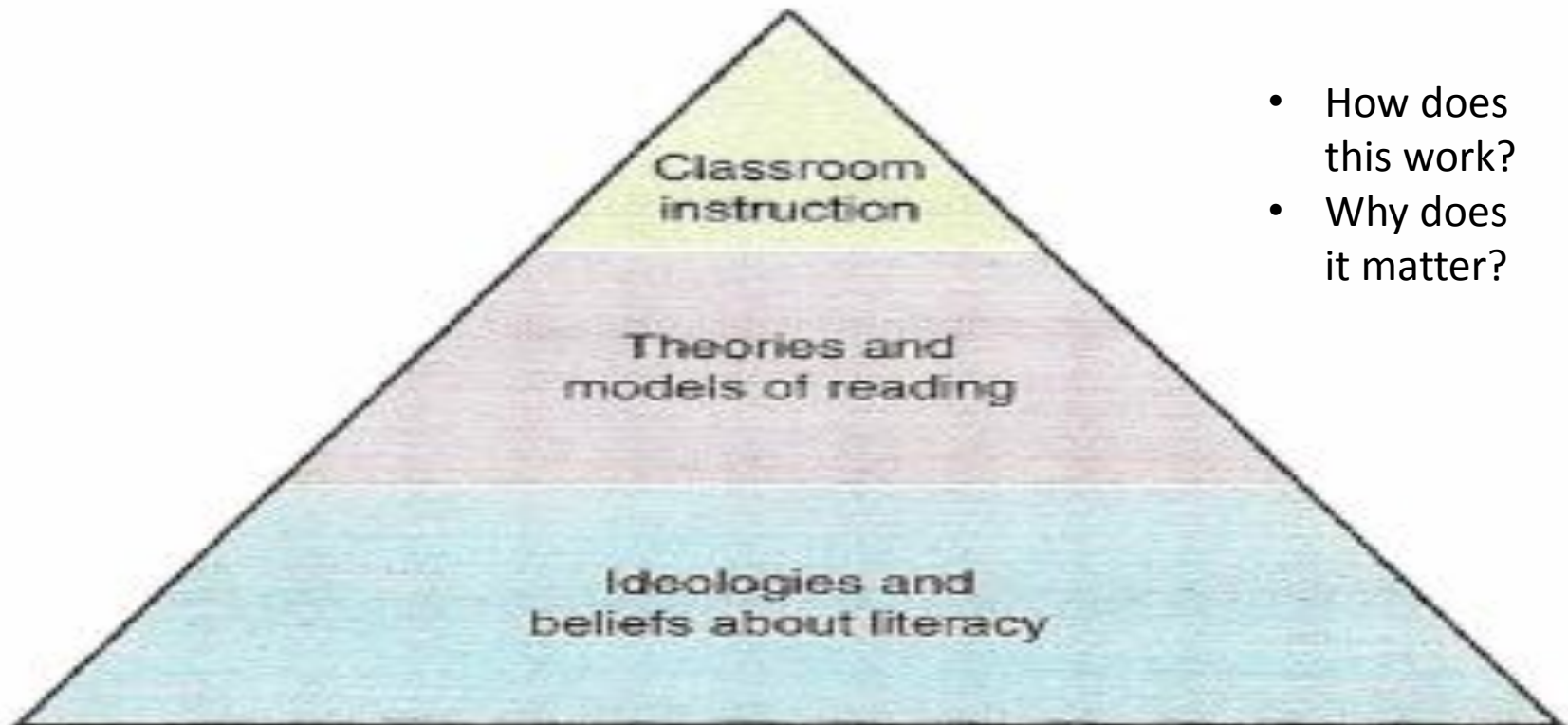
Instructor – Andrew Fletcher

Overview

- What is reading?
 - Reading – Definition/Process/Product
- What do you believe about reading?
 - Ideologies and Beliefs
- How does someone's definition of and beliefs about reading connect to theories of reading acquisition and development?
 - Theories and Models
- What is the connection between theories of reading acquisition and development to classroom instruction?
- What are the contexts in which classroom instruction in early literacy is situated?
- What approaches are there for the instruction of early reading?

Ideologies/Beliefs → Theories/Models → Classroom Instruction

(Flint, 2008, p. 87)



- How does this work?
- Why does it matter?

FIGURE 4.1 Theory is a foundation for classroom instruction.

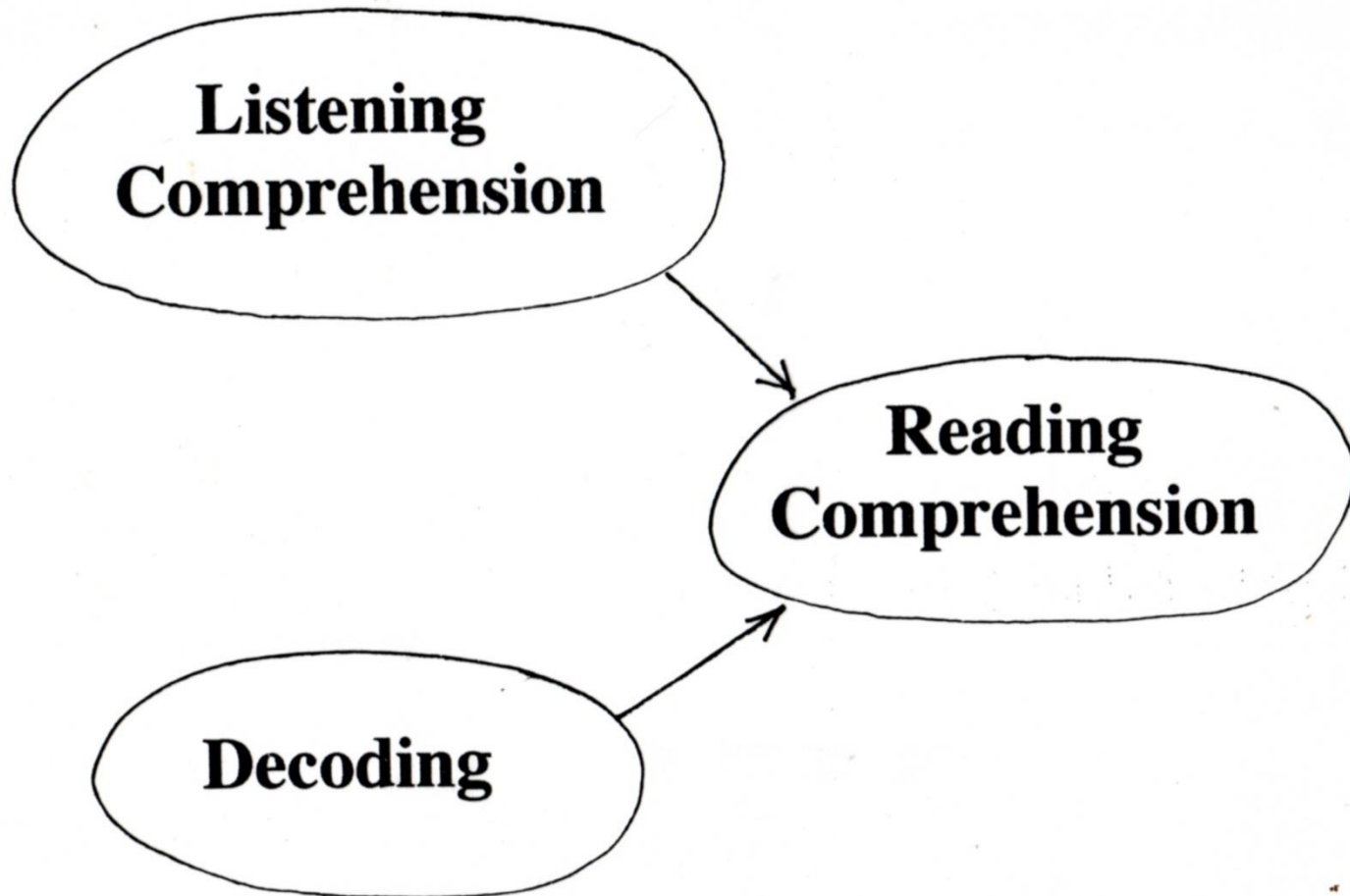
Theories and Models

(Tracey & Morrow, 2006, p. 13)

- Theory – “Explanations of learning and teaching phenomena that have been developed over long periods of time, following intensive research and writing efforts.”
- Model – “A metaphor to explain and represent a theory.”
- “Knowledge of theories and models provides a necessary foundation for coordinated and cohesive instructional activities.”

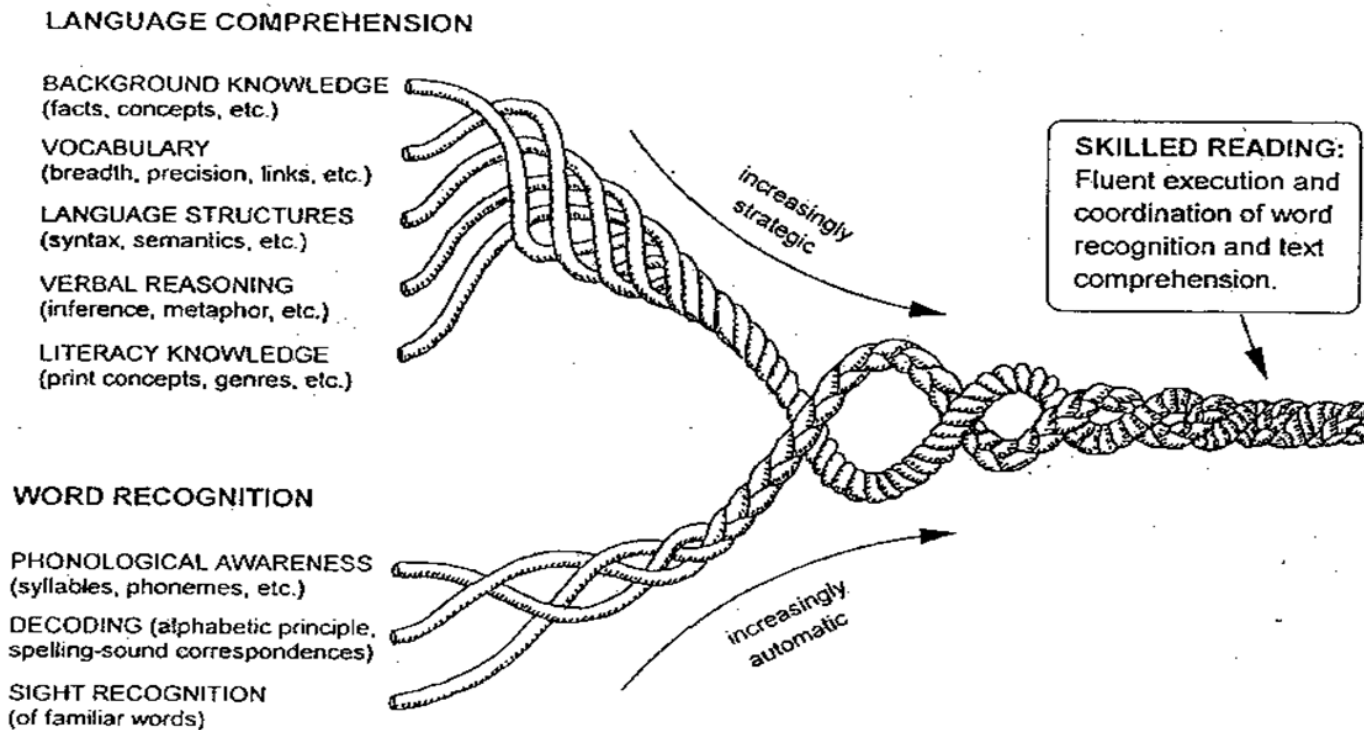
The Simple View of Reading

Gough, P. B., & Tunmer, W. E.
(1986). Decoding, reading and
reading disability. Remedial
and Special Education, 7, 6-10.



Something A Bit More Complicated...

The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)



Nonstage versus Stage

Nonstage Theory

- No definitive stages...
- Readers work through text, learning (with the assistance of others) the skills and strategies necessary to successfully read (use background/prior knowledge, context, and prediction) (unskilled and skilled dependent upon text)...
- Top-down, Student-centered, Constructivist, Meaning-based, Non-traditional, Transactional, Critical, Psycholinguistic
- Authentic Children's Literature
- Whole Language

Stage Theory

- Defined stages...
- Readers are taught/learn specific skills and strategies in a defined "scope and sequence" (the unskilled become skilled over time).
- Bottom-up, Teacher-centered, Behaviorist, Direct/Explicit, Sound-based, Traditional, Transmission, Modernist
- Inauthentic/disconnected text
- Phonics/Skills

TABLE 1.1. Jeanne Chall's (1996) Model of the Stages of Reading Development

Stage	Name	What child is learning	Typical activities	Materials
<i>Stage 0</i> Birth to grade 1	Emergent literacy	Functions of written language, alphabet, phonemic awareness	Story reading, "pseudoreading," alphabet activities, rhyming, nursery rhymes, invented spelling	Books (including predictable stories), letters, writing materials, <i>Sesame Street</i>
<i>Stage 1</i> Beginning grade 1	Decoding	Letter-sound correspondences	Teacher-directed reading instruction, phonics instruction	Preprimers and primers, phonics materials, writing materials, trade books
<i>Stage 2</i> End of grade 1 to end of grade 3	Confirmation and fluency	Automatic word recognition, use of context	Reading narratives, generally about known topics	Basal readers, trade books, workbooks
<i>Stage 3</i> Grades 4 to 8	Learning the new (single viewpoint)	How to learn from text, vocabulary knowledge, strategies	Reading and studying content-area materials, use of encyclopedias, strategy instruction	Basal readers, novels, encyclopedias, textbooks in content areas
<i>Stage 4</i> High school and early college	Multiple viewpoints	Reconciling different views	Critical reading, discourse synthesis, report writing	Texts containing multiple views, encyclopedias and other reference materials, magazines and journals, nonfiction books, etc.
<i>Stage 5</i> Late college and graduate school	A worldview	Developing a well-rounded view of the world	Learning what not to read as well as what to read	Professional materials

Historical Context for Early Reading Instruction

- Ongoing discussion and dialogue about the best way to teach reading
- 1950s: Skills-based, or phonics, movement
- 1960s and 70s: Whole language philosophy
- *Learning to Read: The Great Debate* (Chall, 1967, 1983)
- Learning to decode by direct instruction in phonics yielded better results than any other method.
- 1980s and 90s: “The Great Debate” / “The Reading Wars”
 - Is learning to read a natural process?
 - Should students be taught explicitly and systematically?

Current Context for Early Reading Instruction

Research/Legislation

- National Reading Panel (2000)
- No Child Left Behind (2001)
- Reading First (2001)
- Reading Next (2004)
- Response to Intervention (2004)
- Common Core State Standards for English Language Arts (2010)
- Race to the Top (2010)

Issues

- “Phonics” versus “Whole Language” (“The Great Debate” / “The Reading Wars”)
- “Sound” versus “Meaning”
- “Transmission” versus “Transaction”
- “Balanced (Comprehensive) Literacy”
- Core Issue – What is the best way to teach reading?

Phonics Instruction and the Transmission Model

- Transmission model of instruction:
 - Teachers directly “transmit” information through direct/explicit instruction and systematic teaching.
 - A skills-based approach
- Phonics instruction:
 - Criticized for drills, worksheets, and rules
 - But phonics can play a positive role in early literacy

Holistic Instruction and the Transactional Model

- Transactional model:
 - Teachers work with children about their individual ideas concerning their reading and writing.
 - Reading occurs in a child's brain rather than on a page.
- Holistic instruction:
 - Whole language movement
 - Constructivist model of learning
 - Skilled reading involves gaining meaning from context of whole passages, not just individual words

A Comprehensive Approach

- A combination of approaches—best elements of both holistic and phonics approaches to instruction.
- Integrate explicit, systematic phonics into a curriculum that is rich with quality literature.
- Phonics is necessary for learning to decode automatically.
- Holistic, meaning-based approach helps to include children's enthusiasm toward reading.

References

- Chall
- Flint
- Tracey & Morrow